

Inspection of Bestwood Park Nursery and Out of School Club

Bestwood Park Community Centre, Beckhampton Road, NOTTINGHAM NG5 5NE

Inspection date: 19 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery full of excitement. They benefit from close attachments with kind staff. Staff provide cuddles when children feel tired or are in need of reassurance. They work well together to create a welcoming and homely environment. For example, babies and young children are provided with quiet areas for sleeping. They are comforted when going to sleep and wake up naturally from their naps.

Children confidently explore different areas of the nursery and access a variety of learning opportunities. Staff tailor their interactions with the children to meet their individual needs. Older children confidently lead their own play. They invite their friends to join them as they mix soil and water in the mud kitchen. Staff talk to them about what they are mixing and encourage them to talk to their friends about what they are doing.

Children develop a good range of independence skills at nursery. For example, staff encourage babies to use spoons to feed themselves. Toddlers are supported to wash their own hands and pour their own drinks, and older children to prepare their own fruit at snack time. Staff promote independence in self-care and encourage children to lead their own play and learning. This helps children persevere as they work hard to achieve things and it gives them a sense of pride in what they can do for themselves.

What does the early years setting do well and what does it need to do better?

- The manager and staff have designed a curriculum that has a strong intent for children. Most staff understand what they want children to learn. They are passionate about teaching children to explore the world around them using natural resources. The manager and staff teach children to be resilient learners who try hard. However, staff working with babies do not always have a precise intent for the skills they want babies to develop.
- Staff provide children with a range of exciting and interesting opportunities to develop their curiosity for learning. For example, children enjoy designing and making their own house. They are encouraged to make decisions about what colour to paint it, mix their own paint and work together to complete their project.
- Staff have high expectations for children's learning. They encourage children to make links with previous learning. For example, children can recall the names of the ingredients they use to make biscuits from previous baking experiences. However, the teaching of mathematics does not support children to develop and apply their understanding of numbers and the relationships between them. This affects the progress children make in mathematics.

- Children with special educational needs and/or disabilities (SEND) are well supported. The manager and staff work well with other professionals and parents to make sure children receive the support they require. This helps children with SEND to make good progress. The manager carefully considers how additional funding is spent, to have the most impact for children. For example, children's physical development is supported with learning opportunities in the soft-play area and yoga classes.
- Children are praised for positive behaviour and encouraged to be kind and share with their friends. They are given responsibilities, such as clearing away their plate and cup after eating their snack. This gives children a sense of pride in their environment, which contributes to positive attitudes.
- Children thoroughly enjoy the outdoors. Staff ensure outdoor areas are stimulating and plan ambitious opportunities for children to develop their physical skills. They understand that supporting children to take appropriate risks gives them confidence. Staff help children to take risks safely. For example, children learn how to climb a small ladder. They learn how to check the feet of the ladder are firmly on the floor.
- Parents speak highly about the care and education the nursery provides for their children. They talk about the feedback they receive regarding their children's progress. Parents value the time staff take to get to know their children, including visiting them at home before they start.
- The manager places a high priority on staff well-being. Staff comment that they are happy at work and feel well supported. Staff benefit from regular supervision meetings. This helps them to build on their skills to further enhance children's experiences.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to keep children safe. They adapt routines and complete risk assessments to ensure that the environment is safe for children. Staff complete training to ensure that their safeguarding knowledge is up to date. The manager checks their knowledge regularly. Staff can recognise the signs of abuse and neglect and are knowledgeable about wider safeguarding concerns. Staff understand the process to follow to raise concerns regarding children's well-being. The manager is aware of what information they need to report to Ofsted and how to raise concerns to other external agencies.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support staff to plan activities for babies which take account of the individual skills each baby needs to learn next

- strengthen the curriculum for mathematics to further support children to count and use number during their play.

Setting details

Unique reference number	EY487131
Local authority	Nottingham
Inspection number	10263122
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	110
Number of children on roll	52
Name of registered person	Bestwood Park Day Nursery CIC
Registered person unique reference number	RP534422
Telephone number	07948274032
Date of previous inspection	20 April 2017

Information about this early years setting

Bestwood Park Nursery and Out of School Club registered in 2015. The setting employs nine members of childcare staff, of these one holds an appropriate early years qualification at level 6, one at level 5, six at level 3 and one at level 2. The setting opens all year round, closing for two weeks at Christmas, Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The Inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The manager took the inspector on a learning walk around the nursery to share what the staff provide and how this assists children in their learning and development.
- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with management, staff, parents and the children at appropriate times throughout the inspection.
- The inspector carried out a joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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